

изучаемый иностранный язык для целей эффективного общения. Первостепенное значение придается пониманию, передаче содержания и выражению смысла, а изучение структуры и словаря иностранного языка служат этой цели. В дополнение к коммуникативным потребностям обучаемым необходимо освоить методику работы в Интернете, чтобы быть более ответственными за свое собственное обучение. Им нужно выработать способность справляться с ситуацией, когда их языковые ресурсы недостаточно адекватны; иметь хорошие учебные навыки; способность оценивать свою собственную речь и успехи, а также способность определять и разрешать учебные проблемы. Развитие самостоятельности обучаемого с помощью глобальной сети представляет собой постепенный процесс, который следует постоянно поощрять. Возможно, наиболее важной задачей, стоящей перед преподавателем языка, является нахождение оптимальных способов вести обучаемых к постепенно возрастающей самостоятельности [4, с.11].

Однако, нельзя забывать, что Интернет – всего лишь вспомогательное техническое средство обучения и учитель должен грамотно использовать информационные ресурсы сети Интернет в учебном процессе.

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РАЗВИТИЕ КРИТИЧЕСКОГО МЫШЛЕНИЯ УЧЕНИКА НА НАЧАЛЬНОМ ЭТАПЕ ОБУЧЕНИЯ ИНОСТРАННОМУ ЯЗЫКУ

Аннотация. В статье рассмотрен вопрос о важности и возможности формирования критического мышления на уроках английского языка начиная с начальной школы. Особенность статьи в том, что учитель делится опытом работы и предлагает конкретные направления работы. Автор делает вывод, что развивая критическое мышление обучающихся, учитель развивает иноязычные коммуникативные способности. Автор предполагает, что статья будет интересна преподавателям английского языка в школе.

Ключевые слова: критическое мышление, технология, английский язык, начальный этап обучения, постановка, коммуникация.

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DEVELOPMENT OF STUDENT CRITICAL THINKING AT THE INITIAL STAGE OF LEARNING A FOREIGN LANGUAGE

Abstract. This article discusses the importance and possibilities of developing student's critical thinking in the English language lessons starting from primary school. The main point of the article is that the teacher shares experience and offers specific assignments to improve critical thinking of students. The author concludes that by developing students' critical thinking, the teacher will improve their communicative skills. The author believes that the article will be of

interest to primary, secondary and high school English language teachers.

Key words: *critical thinking, technology, the English language, initial stage of training, production, communication.*

To be successful in today's world, our students need to master the skills of critical thinking to find solutions to challenges they face. This need can be addressed by English language teachers starting from primary school. Modern foreign languages teaching methodology involves not only mastering universal learning activities, but also the development of students' critical thinking. "Criticism" means "analysis". The purpose of the application of this technology is for students not to deny what they see but to learn to think logically, to gain new knowledge in the process of thinking through comprehensive analysis of the object and its links.

To approach an object critically means to deliberately and logically comprehend the information perceived by the senses. At the elementary stage of education, teaching children involves the use of games. Technology of critical thinking development includes a large set of techniques, but not all of them are suited to working with younger students. Therefore, the teacher should avoid using techniques aimed at obtaining knowledge of a high degree of abstraction [2].

Here are some examples of developing critical thinking in primary school from my personal experience. In the middle of a lesson when children are tired, physical activities and exercises should be used. The teacher says an English verb and performs the action that it denotes. The students listen and then perform the corresponding action following the teacher. The teacher says another verb, but this time performing the action denoted by another verb. The children have to spot the error and correct the teacher. The students need to hear, analyze and perform the action named by the teacher, no matter what action is performed. In the beginning of the training, the teacher informs the children that they must be alert as the directives might be misleading.

Another example of developing critical thinking is use of mini performances in the classroom. Mini performances are dramatized at the end of a lesson as the revision of the material. For a mini performance, the class does not need a pre-scripted scenario, pre-learning of roles, scenery, or costumes. The plot must be perfectly familiar to the students, i.e. it must be a well-known tale or story. Pupils choose roles and language means relevant to the role. Those who do not get a role are included in the jury, which is also a good opportunity for peer evaluation. The teacher's role is to ensure that the students follow the story and also to support poor students. The purpose of this activity is not the play for the sake of the play, but creation of a speech situation that challenges the student. It creates conditions for motivation to learn new vocabulary needed in dealing with the task. An example is the well-known tale "The Turnip". The teacher announces that the theatre needs actors for the roles. After assigning roles and appointing the jury, the teacher sets the task. Before the role play, each student has to find out more about the character and use the studied structures in speech. In a weak group the teacher can prepare in advance the vocabulary and grammar structures in a written form to review by the students. In conclusion, the students together with the teacher assess the event and determine the best student, analyzing his speech from the point of view of grammar and vocabulary.

Here is a sample of this kind of activity [3].

Grandfather (is walking on stage and suddenly stops): What is it? Is this a flower? No. Is this a tree? No. It's a turnip! It's Masha's turnip. This is a large yellow turnip! One, two, three (trying to pull).

Grandma: What is it? Is it a flower?

Grandfather: No, it's a turnip. It's Masha's turnip. One, two, three (trying to pull together).

Grandma: Masha, come here.

Masha: What's that? This is my turnip?

Grandma and Grandfather (together): Yes, it is. One, two, three (trying to pull together). Dog, come here.

Dog: Whose turnip is this?

Masha: That's my turnip. One, two, three.

Dog: Cat, come here. Help us, please.

And so on.

Similarly, other famous tales can be used. If the tale is long, a separate episode can be staged. For example in "Red Riding Hood" the dialogue between the wolf and the girl, when the wolf asks the girl about her grandmother's house, can be used. Also, tales and stories studied in Russian and Tatar language classes can be used as a plot. It is advisable to divide a story into episodes and at the end of each lesson to present a part of the next episode, linking it to the specific topic of the lesson. At the end of the term the whole performance can be shown to the parents.

It is important to note that objectives must be formulated so that they show only the final aim of communication; for example, to find out all about the turnip, to learn all about the grandma's house, etc. The

teacher should not restrict the language used in research by the students. This technique can be effective for developing unprepared speech on the basis of motivation of speech acts. All the students become participants or witnesses of the use of the English language, relating different speech patterns to specific situations, confidently speak using English words and quickly master the story vocabulary.

Whatever the technique chosen by the teacher on the junior stages with the goal of developing pupils' critical thinking in the English language, it all ends with a group discussion of the studied material. So, teaching and learning at the primary school level are characterized by the followings [5]:

- Students are positioned as active, not passive learners. Students are encouraged to search, and explore knowledge by themselves.
- Contents from several subjects are linked by themes.
- Students' learning is arranged on the basis of a scientific approach. Students are encouraged to observe, question, explore, associate, and communicate. They have to observe phenomena accurately (based on the theme being used that day), raising investigative questions which will lead to exploration and investigation, collecting and exploring additional information using their thinking skills.
- Students are encouraged to be creative. They are given freedom to use their own creativity to produce any ideas or products.
- The teacher is not considered as the only source of knowledge. Students may use other resources to learn. They may use books, magazines, Internet, environment, newspapers, and other sources for learning.
- Students are not expected to memorize, comprehension is a prerequisite for the real knowledge. Students must know how the knowledge is implemented and used in real life.

Becoming a critical thinker is very important. Every teacher and educator is called to provide educational experiences which enable students to become critical thinkers. Teachers will develop students' critical thinking skills by asking the students to solve the problems and not simply giving the students readymade answers. By practicing critical thinking in their English lessons, students will improve their ability to speak English and also develop the skills necessary to face the challenges in the modern world.

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О НЕКОТОРЫХ ОСОБЕННОСТЯХ РУССКИХ И ТУРКМЕНСКИХ НАРОДНЫХ СКАЗОК: ОНОМАСТИЧЕСКИЙ ПОТЕНЦИАЛ ФОЛЬКЛОРНЫХ ТЕКСТОВ

Аннотация. В данной статье излагаются некоторые аспекты использования антропонимов как текстовых